



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

For greater accuracy, the importance of which the author everywhere recognizes, two new words are coined—*symparallel* and *antiparallel*. Parallel lines which have the same direction are called *symparallel* and form no angle with each other, while *antiparallel* lines are those which have exactly opposite directions and form angles of 180 degrees.

The book is conversational in style. New ideas are revealed not by mere statement but by judicious questioning. Most of the principles the student is led to formulate for himself. Many of those points which are difficult for the child to understand—as the subjects of angles, of equivalent figures, and of areas—are explained with more than usual simplicity and clearness.

Altogether the work is one which will be suggestive to the instructor and of interest and assistance to the pupils.

EDWIN P. BROWN

THE MORGAN PARK ACADEMY

Herbart's A B C of Sense-Perception. Translated by DR. WM. J. ECKOF. New York: International Education Series.

THIS book takes its title from the second half of the volume, but the translation embraces also most of Herbart's essays on Pestalozzi, including his important monograph on the "Æsthetic Presentation of the Universe, the Chief Office of Education." The last named essay is already familiar to us in Felkins' translation. The A B C paper being the chief new contribution, the present review may properly be confined to its consideration.

The *A B C* is one of those excursions into the esoteric realm of educational theory which delight the seer without awakening a corresponding emotion in the practical worker. It is, as Dr. Harris well shows in the preface, an attempt to determine what one might conceive to be an alphabet for the observation of the spatial relations of objects. The alphabet is composed of triangles of various forms. The pupils are to learn the alphabet by studying the chief classes of triangles so as to determine the relative size of the angles and their relations to the sides. After this scheme of triangles (the alphabet of form) has been mastered by the pupil, it is to be applied to the observation of all sorts of spatial objects, those represented by art to some extent, but chiefly those met in the study of geography. Thus on page 263 we

read : " Let the teacher commence the presentation of every new map by naming and pointing out the three most important places on it. They will form a triangle. This will fall into one of the four classes which we distinguished in the second section. Into which ? Let that be the first question. Next the student should point out between which columns and rows in the table it should be intercalated. . . . Finally, by comparison with the scale on the map, let the eye estimate the amount of the smallest side of the triangle in miles."

The real purpose of the book is to give an objective, non-mathematical, application of trigonometry to the study of objects in the primary school. To master this machinery would be a greater feat in formalism than any we have seen in modern education. Even the alphabet method of learning to read is largely abandoned ; it is unlikely that we shall force our pupils to master a much more complicated alphabet for learning to see.

Lovers of educational theory will probably desire to read the *A B C of Sense-Perception*, but no one of them should imagine for a moment that this trigonometric vision reveals in any degree the practical efficiency of the general Herbartian theory of education. It resembles it as a side-track on a railroad resembles the through route.

The work of the translator has been finely done, while his analysis of the contents adds greatly to the value of the volume. Dr. Harris' preface, though short, illuminates the subject by showing how much weight such an investigation as the *A B C* may be supposed to have. He contrasts it with other possible alphabets of sense-perception in order that the mechanical be not emphasized at the expense of the æsthetic.

CHARLES DE GARMO

SWARTHMORE COLLEGE